CHECKLISTS

WRITE SCHOOL POLICY CHECKLIST

Policy statement	In place	Not in place	In progress	Notes
Standard based in vision, mission, goal of school				
Based in local and international law				
Clear definitions of all forms of abuse				
Staff code of conduct to give clear expectations and boundaries				
Child protection policy and procedures including allegations made against staff				
Whistle blowing policy – clear mechanisms on how to report concerns				
Physical intervention policy and training				
Intimate care policy				
Bullying policy				
Procedures for domestic violence in employee families				
Physical environment				
Security system for visitors				
Windows in doors				
No hidey holes/work in cupboards/storerooms				
Open plan classrooms where possible				
Open door policy for staff				
Half doors on toilets for nursery children				
Clearly bounded areas re playgrounds etc.				
School communication and relationships				
Published school child protection policy and procedures and clearly available on school website				
Annual letter to parents on child protection policy and procedures				
Annual meeting/training for parents on child protection				
Pupils and parents/caregivers/staff confirm they can voice concerns				
These concerns taken seriously/viewpoints valued				
Staff awareness of vulnerable children and any communication difficulties				
Staff encouraged to comment on each other's practice				
School seeks external advice to gain additional perspectives (such as local lawyer, local police, local social worker, local psychiatrist/psychologist, local medical doctor, embassy support)				
School works with parents in the interest of protecting children				

Extracted from: *Child Protection Handbook* written by the Association of International Schools in Africa, May 2014

PROCEDURES TO SUPPORT THE POLICY CHECKLIST

Curriculum	In place	Not in place	In progress	Notes
Definition and information				
Abuse is defined in terms appropriate to the age of the students				
The definition includes a range of forms of child maltreatment and provides examples (including internet safety)				
People they know (acquaintances, friends and family members) are emphasized as the most likely offenders				
It is emphasized that sexual abuse of children is most likely to involve bribes, threats and abuse of authority rather than physical force				
Students are given language to enable them to talk about sexual abuse (including names of their body parts) and words to ask for help				
The offender is clearly responsible for sexual abuse. The child is not to blame.				
Students have a clear understanding of and access to a support system				
Age appropriate sexuality taught (relationships, gender roles, etc.)				
Skills				
The student's skills are increased to recognizing potentially abusive situations which range from non-touching to touching offenses				
The student's skills are increased in avoiding abusive situations. (New skills may include questioning confusing behavior, seeking help from others, saying NO and other assertive responses and/or self-defense.)				
The student's skills are increased in identifying people at home and in their community who can help.				
Students are given practice, role plays or sample phrases in how to tell a helping person if abuse occurs or if they are confused or afraid.				
Students are encouraged to tell and keep telling until someone helps.				
Positive touch is emphasized.				
Empowers students rather than frightens.				
Students encouraged to tell even if abuse has stopped. It is never too late to tell.				

Structure				
The teachers in the school should receive training in abuse recognition, including sexual abuse, prevention and helping the abused child in the classroom. If the teachers are not comfortable with and knowledgeable about the lesson modules and materials, it follows that the children will not be comfortable discussing their personal concerns with the teachers.				
All teachers at the school have been pre- screened and signed the school code of conduct and child protection policy.				
The school counselors, nurses, and consulting physicians should also receive training, as they are an integral part of the team. These people need specialized training in identification, reporting, and treatment of sexually abused children. Since a child may tell anyone in the school setting it is recommended that all school personnel be included in the training.				
The materials need to be presented as a routine part of the general educational curriculum in all 12 grade levels. Children do not learn well from one-time presentations. They need to hear this information continuously throughout the developmental stages in order to maximize educational reinforcement.				
The program should involve the parents. It is crucial that the parents be aware and supportive of what their children are learning. In home conversations and reinforcements are important links in the learning process.				
Each school should review its own means for responding to an abused child as well as the country and community resources available to provide assistance. Additionally each school should have a working policy for implementing the mandatory or other child abuse reporting laws of its country.				
Staff training and supervision				
Formal child protection training every year for new employees and every 4 years for current employees				
Child protection updates for all employees				
Whole staff clarity regarding child protection procedures				
Awareness of indicators of children at risk and how to pass this on				
Regular supervision support regarding child protection matters				
Performance management process to target child protection management issues				

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Records and Forms				
Records of concerns or incidents made promptly and accurately				
Records kept securely and information shared appropriately (red flagged behavior sent to next school)				
Forms for each level of reporting				
List of available resource for third-party investigation				
Recruitment and selection issues				
Same standards applied to all categories of employment				
Use of application form				
Job description/person specification sent to referees				
Referees asked to specifically comment on suitability for the post				
Applicants aware that previous employers may be contacted				
Written references taken up				
References obtained prior to interview				
One member of panel to examine these prior to interview				
References to be obtained for internal candidates, supply/agency staff or previous volunteers				
Questions asked on candidate's child protection awareness				
Explanation of gaps in employment required				
Proof of identity required – originals not photocopies				
Academic qualifications checked - originals not photocopies				
Medical clearance prior to employment				
No employment until appropriate level of background check has been done				
Above checks applied as appropriate to				
☐ All faculty, overseas and local				
☐ Supply or agency staff				
☐ Security staff				
☐ Gap year/ Work experience students				
☐ Volunteers				
☐ Governors				
☐ Contractors (sanitation, food services, building, etc.)				
For faculty or staff leaving school, child protection clearance or problem statement				
Child protection code of conduct for each school role				

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MONITORING POLICY TO ENSURE ONGOING EFFECTIVE SERVICES CHECKLIST

School-based child protection team	In place	Not in place	In progress	Notes
Set a team to monitor the policy				
Define who makes the team				
Outline a general schedule				
Set basic roles and responsibilities				

SUPPORT NETWORKS CHECKLIST

External Networks	In place	Not in place	In progress	Notes
Formal relationship and network with peer schools in area				
Source and list available medical, legal and psychological resources related to child protection				
List made available to all parents and staff of outside support systems				
Formal multidisciplinary team (MDT) formed (legal, medical, emotional, social) grounded in local law and resources				
Clear guidelines for how schools use the MDT (such as for serious physical abuse, when parents don't respond, for all sexual abuse)				
At least one person to act as Coordinator				
Schedule ongoing meetings for the network, sharing venues and resources; courtesy get- acquainted meetings held in advance to develop personal and professional relationships with relevant personnel				